

Subject name: Building a tutoring system and modern basic learning skills		subject code: GUXTS2CBNF GUXTS2CBLF	weekly/semester hours: full time: 1Lc+2Pr+0lab part-time: 5Lc+10tgy+0lab
Credits: 3		Pre-requirement: -	
Requirement: mid-term mark			
Subject owner: Dr. Balázs Zsuzsanna	Beosztás: assistant professor	Faculty and Department name: Keleti Károly Faculty of Business and Management Department of Business Sciences and Digital Skills	
Way of Assessments: Mid-term assessment based on specific assignments, active participation, and end-term test.			
Course description: An overview of basic learning and research methods. Learn and practice effective learning methods. Harnessing knowledge, transforming it into skills. Possible forms of preparation, bibliography, research activities. Evaluation of individual research results. Preparation for mentoring. Forms of peer assistance in preparation, acquisition of knowledge and production of results. Possible ways of organising and coordinating group learning. Support for the promotion of student work.			
Detailed description of the subject, schedule			
Education weeks	Topics for lectures and practices		
1.	Introduction: the significance of peer tutoring and mentoring; learning and teaching experiences		
2.	Foundations of learning and motivation		
3.	Learning and study strategies		
4.	Motivational strategies: Goal-setting and self-regulation of emotions; Behavioural strategies: Time management and self-regulation of the physical and social environment		
5.	Pedagogical methods used to explore others' competencies and hidden potentials; Transmitting knowledge to others		
6.	Differences and similarities between tutoring and mentoring		
7.	Mentoring and tutoring: from theory to practice: Part 1		
8.	Mentoring and tutoring: from theory to practice: Part 2		
9.	STEM mentoring and tutoring		
10.	The use of the Socratic method in peer teaching		
11.	The future of mentoring and tutoring		
12.	In-class preparation for end-term test		
13.	End-term test		
14.	Retake end-term test		
Mid-term requirements			
1. Active participation in class (please note that this does not simply mean attending the classes; students are also expected to actively contribute to the discussions in each class, including completing weekly assignments, asking questions, engaging in in-class teamwork, and commenting on topics covered in class). (15%)			
2. End-term test (based on the PPTs and short reading materials uploaded to Moodle during the semester). (85%)			
Midterm papers, exams, submissions:			
1.	Week 13: End-term test		
2.	Week 14: Retake end-term test		

<p>The signature requirement, the method used to form an exam mark:</p> <p>The signature requirement is to participate in classworks according to the TVSZ.</p> <p>The colloquium mark must exceed 50%.</p> <p>Evaluation of the semester work:</p> <p>0-49% failed (1)</p> <p>50-61 % passed (2)</p> <p>62-73 % satisfactory (3)</p> <p>74-85 % good (4)</p> <p>86-100 % excellent (5)</p>
<p>Professional competences to be acquired</p> <ul style="list-style-type: none"> - Active listening skills, collaboration, and teamwork; - Self-awareness; - Fostering a school culture of excellence whereby prospective peer tutors and mentors are modelling positive classroom behaviour and supporting high academic standards for all students; - Broadening the prospective tutor's/mentor's understanding of ethical concerns related to tutoring and mentoring and of how to handle difficult/uncomfortable situations; - Gaining a deeper understanding of the complexity of the teaching-learning process, and the importance of the human relationship in that process; - Ability to understand how people learn and how learning theories apply to tutoring and mentoring; - Ability to present professional proposals and positions, professionally formulated from a conceptual and theoretical point of view, orally and in writing, according to the rules of professional communication; - Ability to communicate in written, oral and modern info-communication tools in a foreign language; - Ability to become receptive to new information, new professional skills and methodologies, open to new tasks and responsibilities requiring autonomy and cooperation; - Ability to be receptive to the opinions of others, sectoral, regional, national and European values (including social, social and ecological, sustainability aspects).
<p>Literature</p> <p>Required:</p> <p>LUNSFORD, Laura Gail. 2022. <i>The Mentor's Guide: Five Steps to Build a Successful Mentor Program</i>. London and New York: Routledge.</p> <p>Recommended:</p> <p>BALTZERSEN, Rolf K. 2024. <i>Effective Use of Collective Peer Teaching in Teacher Education: Maximizing Student Learning</i>. New York and London: Routledge.</p> <p>EHLERS, Ulf-Daniel, and Laura EIGBRECHT (Editors). 2024. <i>Creating the University of the Future: A Global View on Future Skills and Future Higher Education</i>. Cham, Switzerland: Springer Nature.</p> <p>GILLIES, Robyn M (Editor). 2022. <i>Cooperative/Collaborative Learning</i>. Basel, Switzerland: MDPI.</p> <p>HARRELL, Carita and David G. CAPCO. 2021. <i>The STEM Pathway and Student Retention. Lessons Applied and Best Practices through Peer Mentoring</i>. Cham, Switzerland: Springer Nature.</p> <p>LOCHTIE, Dave, Emily MCINTOSH, Andrew STORK, and Ben W. WALKER (Editors). 2018. <i>Effective Personal Tutoring in Higher Education</i>. Critical Publishing.</p> <p>LOCHTIE, Dave, Andrew STORK, and Ben W. WALKER (Editors). 2022. <i>The Higher Education Personal Tutor's and Advisor's Companion: Translating Theory into Practice to Improve Student Success</i>. Critical Publishing.</p> <p>NOROOZI, Omid and Bram DE WEVER (Editors). 2023. <i>The Power of Peer Learning: Fostering Students' Learning Processes and Outcomes</i>. Cham, Switzerland: Springer Nature.</p> <p>PARSLOE, Eric, Melville LEEDHAM. 2022. <i>Coaching and Mentoring: Practical Techniques for Developing Learning and Performance</i>. Fourth Edition. London and New York: Kogan Page.</p> <p>SELI, Helena. 2024. <i>Motivation and Learning Strategies for College Success</i>. Seventh Edition. London and New York: Routledge.</p> <p>STORK, Andrew and Ben WALKER. 2015. <i>Becoming an Outstanding Personal Tutor: Supporting Learners through Personal Tutoring and Coaching</i>. Critical Publishing.</p>